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Oh, snap! Using popular culture to reach undergraduates in library instruction

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★ Oh, snap!

Using popular culture to reach undergraduates in library instruction

Presented by:

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★ Intro to Pop Culture



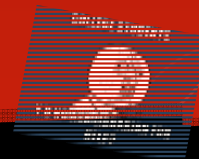
★ Reasons I CAN'T use pop culture:

- I don't have time to think of clever things/to revamp my entire curriculum!
- My students wouldn't get my *Buffy* joke!
- I might offend someone and my evaluations will be *horrible*!
- It's a waste of precious class time and the importance of databases/Boolean/the OPAC would be *lost*!
- My supervisor/department/coworker would never allow me to try it. We're *serious* about information literacy!



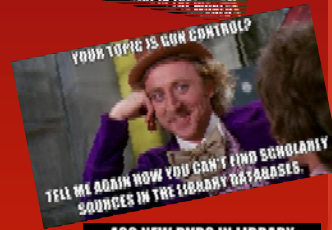
★ Reasons I SHOULD incorporate it:

- Meeting and connecting with students on their level as ice breaker
- Can be used to enhance *existing* curriculum
- Look hip and approachable after the lesson, i.e. now the *library* looks hip and approachable!
- Haters gonna hate, your meme is not the deciding factor
- Avoid burnout from your own lesson plans



★ What is a Meme?

- "Meme" - term coined by Richard Dawkins in 1976
- Internet memes often use a picture with a commonly accepted cultural association to explain or further an idea quickly.
- Memes evolve as they are shared (much like a virus!)



★ Using a meme correctly

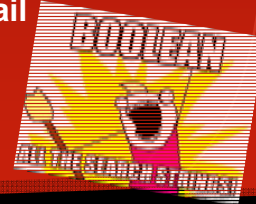
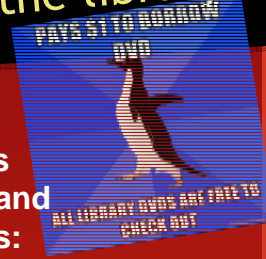
- The natives will take you more seriously if you speak their language
- Don't lose your credibility!
Research:
- KnowYourMeme.com



★ How do I use a Meme in the library?

Memes are used to connect with undergraduate students and market library services and collections at multiple points:

- Classroom presentations while waiting for class to start
- Digital displays in the library
- Weekly campus-wide email
- Facebook and twitter accounts



★ Using your own meme/pop culture

Start with an already popular meme or element of culture:

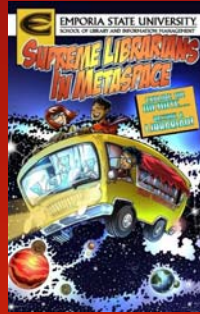
- inside jokes
- campus urban legends
- mascots
- other cultural element (be creative!)

Evaluate it for appropriateness, modify it to suit your needs.



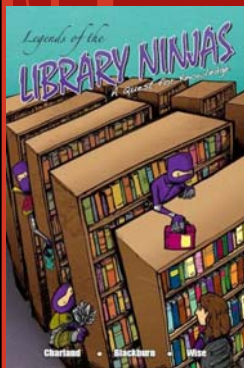
★ Using your own meme/pop culture: Matt Upson and Mike Hall

- Library of the Living Dead
- Supreme Librarians in Metaspac
- Sundown at the Library



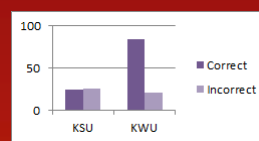
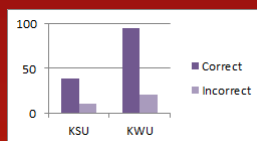
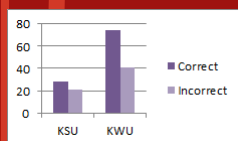
★ Using your own meme/pop culture: Library Ninjas project

- Influenced by Matt and Mike
- Kansas State and Kansas Wesleyan collaborated
- Used an already-existing meme of ninjas in the library
- Reinforced meme with displays, and graphic novel launch party
- Used it to supplement library instruction

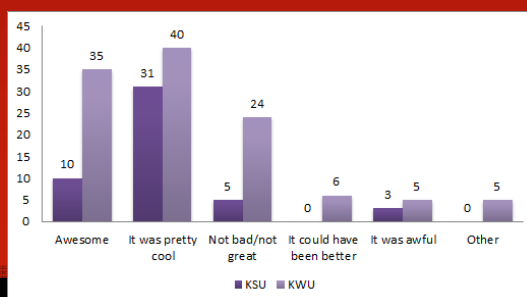


★ Library Ninjas project - the data

Library instruction quiz answers



Attitudes towards the graphic novel

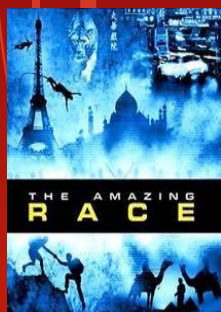


★ Music Video scavenger hunt

- Teaches skills without an assignment from instructor
- Video provides variety of topics for student practice
- Interesting way to connect pop culture to skills
- Forces students to experience time pressures, missing library items, ownership of topic, consequences of not knowing how to use the library and not having a plan
- Immediate assessment for skills before students leave
- All attempts rewarded with Pass/Partial points
- 50-minute classes will get extra training as determined by the instructor/librarian



★ Amazing Race/Death Race



Appropriate for Humanities
and Business courses

DO NOT CONFUSE YOUR POP CULTURE REFERENCES!

- Any activity can be turned into a race.
- Students LOVE competitions and evaluating their peers!
- Works best with courses where small groups are possible for crowd control.
- If the class is too small, make it an individual challenge.
- Keep the same curriculum, just change the name *after* careful consideration of your new target audience.



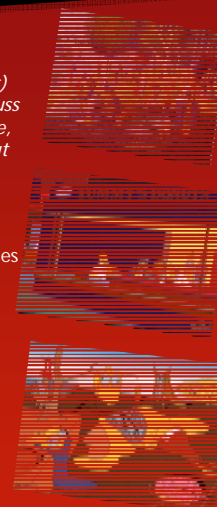
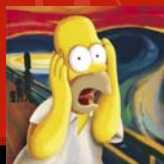
Appropriate for Maintenance
and Mechanical courses

★ Embiggening Visual Literacy with The Simpsons

Using famous works of art juxtaposed with Simpsons characters (see examples) students will learn to trace back the image to its original source and discuss the importance of finding out about the origins of a work, creative license, etc. Students will also tag the item with keywords, learning to think about the themes of art, skills which will be transferred when they conduct searches for their own images.

The student will become visually literate in order to:

- Effectively trace back an image to its original source using online resources
- Effectively create a list of thematic keywords relevant to the provided image
- Effectively create a list of thematic keywords for his/her own image
- Effectively search an art/image database for a new image



★ Zombie's Guide to Information Literacy

- Zombies, Urban legends, iplaylist, Heroes, Twilight, Memes
- Mash-ups for Transliteracy
- Standards Based
 - Foundation: Students will develop skills to help them achieve academic and professional excellence and a foundation for lifelong learning.
- Faculty buy-in Workshop



★ Zombie's Guide - "Big Game"

How do you connect undergrads to the importance of Research?

Make their lives depend on it!

- Information literacy activity built around a scavenger hunt format.
- Research and critical thinking skills
- Faculty Zombies! Student Govt Support!
- Follow-up in Comp courses
- Steampunk, Ghosts, Sherlock Holmes



★ Mash-ups! and Transliteracy!

From *Pride and Prejudice* to *Call of Duty*

- Pictures, Books, Music, Video, Facebook, etc.



★ Urban Legends

- Storytelling
- Research an Urban legend
- Real or not?
- Fact checking the internet
- Cultural Context



★ iPlaylist, Photographs, Heroes

- Pop songs and literature
 - Analyze and Justify with quotes!
- Researching photographs
 - What is this picture?
 - Why is it important?
 - Historical Argument
- What makes a Hero?
 - Cross-cultural studies
 - Analyzing newspapers coverage
 - Media Bias and Media Literacy



★ How to be amazing at adding pop culture to your curriculum

- Do I know my audience and its preferences?
- Does the reference strengthen, not detract from, my learning outcomes?
- Will I be comfortable trying something new in my curriculum?
- Do I have access to the resources required for the activity?
- Does my instructor/director/coordinator agree with my attitude about using pop culture?
- Will my classroom management style allow for students participating in unexpected and unusual ways?
- Can I embrace negative feedback/a few bad reviews?
- Am I open to positive feedback/a few good reviews?

★ Student Learning Outcomes

"How do I work pop culture into my student learning outcomes?"

Popular culture is the vehicle,
not the outcome!

1. Write student learning outcomes.
2. Create learning activity.
3. Add pop culture.

★ Conclusion



Questions?

★ Thanks!

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